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Realizing that unruly and unsocial conduct by school students may impede the educational process and may create many problems for students and teachers, the NEA Research Division, in 1964, sent a questionnaire to 1219 teachers of 380 school districts. Data presented in the report are based on a return of 1125 questionnaires, or 92.3% of those mailed.

Objectives of the study were to ascertain whether secondary school teachers have a voice in determining school policy on discipline and whether teachers think they have enough authority to maintain discipline, to determine the extent of misbehavior in secondary schools, and to determine what factors teachers believe are responsible for student misbehavior.

The general behavior level in most classes was rated as excellent or good. Practically all classes of above average ability were reported as excellent or good in behavior, while less than half of the below-ability classes were considered well-behaved. Best behaved groups were those in cocurricular activities and foreign language classes; while least behaved groups were in such large group activities as music, physical education, and study halls.

More than half the teachers reported that they had an important voice in determining policies governing discipline in their school, while a majority reported that they had all the rights and authority needed to maintain effective control over students.

Nine types of student misbehavior were listed, and nearly one-third of the teachers reported that lack of responsibility for assignments, duties, or commitments was widespread. Teacher opinion assigned major responsibility for misbehavior to irresponsible parents, unsatisfactory home conditions, and lack of home training in moral and spiritual values. Findings on each question are presented in detail and a sample of the four-page questionnaire is included.

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Student Behavior in Secondary Schools, 1964

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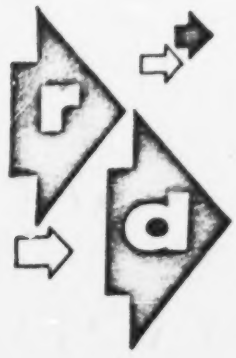

RESEARCH REPORT 1965-R12

Student Behavior in Secondary Schools, 1964

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FOREWORD

The Federal Bureau of Investigation has reported that more than 2,600,000 serious crimes were reported during 1964, a rise of 13 percent over 1963. Since 1958, reported crimes have increased six times faster than the population. Of the nearly 5 million arrests made in 1964, 20.5 percent were of youths under 18 years of age. Juveniles were involved in more than a third of all crimes solved by the police.

So serious is the amount of crime today that the President has recently appointed an 18-member National Crime Commission under the chairmanship of the Attorney General to investigate the causes of crime, the adequacy of law enforcement, and factors which promote respect or disrespect for the law and to make recommendations.

It is well known that many criminals start their careers in early youth, and that their disrespect for law and the necessary rules and regulations of daily living shows itself in school. Unruly and unsocial conduct by students in school creates many problems for other students as well as for teachers, and may seriously impede the educational process. In 1964, the NEA Research Division asked secondary-school teachers their opinions about student behavior in school. This report is a record of what the teachers had to say.

This study was made under the direction of David Iwamoto, Research Assistant. The text was prepared by Beatrice C. Lee, Publications Editor.

HAZEL DAVIS
Director, Research Division

INTRODUCTION

Newspapers, magazines, television, and radio reports frequently dramatize the cheating, stealing, attacks on teachers, and other forms of misbehavior of students in secondary schools. It appears that the crime rate among juveniles is increasing. To determine what teachers in public secondary schools think about the behavior of their students, the NEA Research Division sent a questionnaire to a sample of these teachers in 1964.

Objectives of This Study

Specifically the objectives were: (a) to find out whether secondary-school teachers have a voice in determining school policy on discipline, and whether teachers think they have enough authority to maintain discipline; (b) to determine the extent of misbehavior in secondary schools as viewed by typical teachers; and (c) to find out what factors teachers believe are responsible for student misbehavior.

Procedure

The four-page questionnaire was pre-tested on a group of 70 classroom teachers, revised, and then sent in March 1964 to a sample of 1,219 teachers selected from a sample of 380 school systems which enrolled 50 or more students and had secondary grades. The sample was of sufficent size to assure an accuracy of 5 percentage points. To insure maximum return, five follow-up letters and cards were sent to nonrespondents. The data presented in this report are based on a return of 1,125 questionnaires, or 92.3 percent of those mailed.

Characteristics of Teachers in Sample

On the basis of answers to status questions on sex, marital status, experience, and similar items, the sample of secondary-school teachers was found to match closely what the NEA Research Division knows about the characteristics of all teachers employed in secondary schools. The totals are less than 1,125 (number queried) because some teachers did not answer all questions. The distributions of the teachers in the sample were as follows:

	Respondents	
	Number	Percent
Number of teachers in school in which respondents were employed		
Fewer than 30	392	35.0%
30-59	376	33.6
60 or more	352	31.4
	1,120	100.0%
Sex		
Men	622	55.3%
Women	503	44.7
	1,125	100.0%
Marital status		
Single	264	23.5%
Married	798	71.1
Married, divorced, and separated	61	5.4
	1,123	100.0%
College preparation		
No degree	9	0.8%
2-year college diploma	7	0.6
Bachelor's degree	716	63.8
Master's degree	356	31.7
Professional diploma based on 6 years of college study	31	2.8
Doctor's degree	4	0.4
	1,123	100.1%
Age		
Under 30	374	33.7%
30-39	305	27.5
40 and over	431	38.8
	1,110	100.0%
Mean age	36 years	
Full-time teaching experience, including current year		
1-2 years	198	17.6%
3-4 years	176	15.7
5-9 years	267	23.8
10-14 years	177	15.8
15-19 years	82	7.3
20-24 years	73	6.5
25-34 years	100	8.9
35 or more years	49	4.4
	1,122	100.0%
Mean experience	11 years	

	Respondents	
	Number	Percent
Annual salary		
Below $3,000	3	0.3%
$3,000-3,499	2	0.2
3,500-3,999	44	4.0
4,000-4,499	78	7.1
4,500-4,999	175	15.9
5,000-5,499	192	17.5
5,500-5,999	128	11.6
6,000-6,499	124	11.3
6,500-6,999	83	7.6
7,000 and over	270	24.6
	1,099	100.1%
Mean salary	$6,057	
Enrollment of school system		
25,000 and over	285	25.3%
3,000-24,999	485	43.1
50-2,999	355	31.6
	1,125	100.0%

Regions

Northeast: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia.

Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia.

Middle: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin.

West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Washington, Wyoming.

SUMMARY OF FINDINGS

General Behavior of Students

The general behavior level in 7 to 8 classes in 10 was rated as excellent or good[1/] by the teachers responding. Fewer than 5 classes in 100 were rated as poor. Behavior levels by size of class were reported as follows:

Number of students in class	Behavior excellent or good	Behavior poor
Under 25	81.2%	3.1%
25-29	76.6	3.6
30-34	77.6	4.3
35-39	78.0	4.8
More than 39	77.2	3.4

Practically all classes above average in student ability were reported by teachers as being excellent or good in general behavior; less than half of the below-average ability classes were considered well-behaved:

Ability level	Behavior excellent or good	Behavior poor
Above average ..	96.1%	0.2%
Average	81.5	1.7
Below average ..	44.5	15.9

Classified by subject, the best behaved groups, in the opinions of teachers, were co-curricular activities and foreign language classes. Behavior levels in large group activities--music, physical education, and study halls--were least likely to be rated as excellent or good:

Subject	Behavior excellent or good	Behavior poor
Co-curricular activities, including student council, clubs, etc.	92.4%	0.4%
Foreign languages	87.6	1.6
Industrial and vocational arts, including home economics and business education	81.6	2.4
Social studies	78.6	3.6
Science and mathematics	76.9	5.0
English	76.2	4.7
Homeroom and study hall	75.6	2.9
Activity subjects, including music and physical education	73.7	4.6

1/ Teachers were given a choice of four answers on general behavior level for each class: "excellent," "good," "fair," and "poor." The first column below is a combination of "excellent" and "good"; "fair" is not given.

Just under two-thirds of the teachers reported having one or more "real trouble makers" among the students in their classes. Considering all students in the classes of the entire sample of teachers, only 3 students in 100 were considered serious trouble makers. The question asked was:

> In your opinion, about how many of your students are real trouble makers--the type who cause trouble frequently and who cause a lot of trouble? (Exclude students in homeroom, study hall, clubs, and similar groups.)

	Teachers having one or more trouble makers	Trouble makers as percent of all students
All teachers	63.2%	3.1%
Men teachers	66.0	2.8
Women teachers	59.9	3.5
Enrollment of school system		
25,000 and over	69.8	3.5
3,000 to 24,999	60.0	3.0
50 to 2,999	62.4	2.9

The Teacher and Discipline Policies

Slightly more than half the teachers reported that they, as classroom teachers, had an important voice in determining policies governing discipline in their schools. The question as asked and results were:

> Do classroom teachers have an important voice in determining the policies governing discipline in your school?

Yes	52.2%
No	42.9
Don't know	4.9
	100.0%

Apparently, having authority to maintain good discipline does not necessarily depend on having a voice in determining school discipline policy, for 7 teachers in 10 reported that they had all the rights and authority they needed:

> Do you believe that you have all the rights and authority you need to maintain effective control over students?

Yes	70.5%
No	29.5
	100.0%

When replies to the question were analyzed by size of the school systems in which teachers were employed, it was found that 6 teachers in 10 (60.6 percent) in systems enrolling 25,000 or more students reported that they had the necessary authority to maintain good discipline, but nearly 8 teachers in 10 (77.1 percent) in the smallest systems (enrolling 50 to 2,999 students) believed so.

About 4 teachers in 10 (42.4 percent) reported that one or more students in their classes had been expelled from school during the year 1963-64; also, proportionately more men (46.2 percent) than women (37.6 percent), and proportionately more teachers in the largest systems (53.7 percent) than in the smallest (34.7 percent) reported one or more expulsions.

Nearly 7 teachers in 10 reported that they favored expulsion as a disciplinary measure. Men and women teachers reported as follows:

Do you favor expulsion as a disciplinary measure in your school?

	All teachers	Men teachers	Women teachers
Yes	69.0%	74.0%	62.8%
No	14.6	14.4	15.0
Uncertain	16.3	11.6	22.3
	99.9%	100.0%	100.1%

Types of Student Misbehavior

One teacher in seven reported that at least one student had committed an act of physical violence against a teacher or a principal in his school during the year 1963-64, but only 14 in 1,000 reported having an act of violence committed against him personally. More teachers from the largest school systems than from the smallest reported violence committed by students against other teachers and against themselves. The questions and results were:

During this school year, has any act of physical violence against a classroom teacher or principal been committed by a student attending your school? (Physical violence means striking or attacking with fists, knife, gun, or other object that could cause physical injury.)

	All teachers	Teachers in systems enrolling 25,000 or more	Teachers in systems enrolling 50-2,999
Yes	14.7%	24.0%	7.4%
No	71.6	56.6	86.3
Don't know	13.7	19.4	6.3
	100.0%	100.0%	100.0%

During the school year, has any act of physical violence against you been committed by a student in your school?

	All teachers	Teachers in systems enrolling 25,000 or more	Teachers in systems enrolling 50-2,999
Yes	1.4%	2.5%	0.8%
No	98.6	97.5	99.2
	100.0%	100.0%	100.0%

About 8 teachers in 100 reported having taken, or having asked others to take, a dangerous weapon from a student in their classes:

During this school year, have you confiscated or asked others to confiscate a dangerous weapon from a student in your classes?

Yes	7.6%
No	92.4
	100.0%

How widespread are student strikes, demonstrations, and group protests? As shown below, between 3 and 4 teachers in 100 reported a strike or walkout on school time in 1963-64; approximately 4 in 100 reported a boycott or near boycott of the cafeteria. It should be remembered that the questionnaires were filled out in March and April and thus did not cover a full year. Demonstrations are more frequent in the spring; therefore, the figures given below might have been higher if they covered all spring and early summer months. The question and the results follow:

During this school year, have any of the following group protests [a list of three] taken place in your school?

	Yes	No	Don't know
Student strikes (walkouts, including demonstrations on school time)	3.6%	95.5%	0.9%
Student demonstrations (without missing classes)	3.4	94.6	2.0
Boycott or near boycott of cafeteria	4.1	94.2	1.7

The most striking point brought out by analysis of the responses was that 8.8 percent of the teachers in the largest systems, but only 0.9 percent of the teachers in the smallest systems reported the occurrence of one or more student strikes in their schools between September 1963 and March or April 1964.

In another question teachers were asked to what extent each of nine types of misbehavior was a problem in their schools. Nearly a third of the teachers reported that lack of responsibility for assignments, duties,

or commitments was widespread and occurred frequently. More than 2 teachers in 10 so reported on cheating on tests. Fewer than 1 teacher in 10 reported that fighting, theft of a serious nature, or carrying dangerous weapons were widespread and occurred frequently.

The percentage of teachers reporting that these nine types of misbehavior were widespread in their schools, or rarely or never occurred2/ were as follows:

	Widespread; frequent	Rarely or never occurs
Lack of responsibility for assignments, duties, or commitments	32.2%	8.4%
Cheating on tests	22.1	10.5
Swearing; vulgar language	16.8	29.1
Theft (small items of little value)	16.5	24.9
Impertinence and discourtesy to teachers	14.5	32.1
Destruction of school property	13.3	33.8
Fighting	5.6	49.5
Theft (serious nature: money, etc.)	5.5	46.4
Carrying dangerous weapons	0.9	71.1

Proportionately more teachers in the largest systems (enrolling 25,000 or more) than in the smallest systems (enrolling 50 to 2,999) reported that these nine types of misbehavior were widespread and occurred frequently.

Causes of Misbehavior

Seventeen factors or conditions, frequently mentioned by many persons as causes of misbehavior in school, were listed, and teachers were asked to "show to what extent each is responsible (either directly or indirectly) for whatever misbehavior there is in your school, even though in your opinion students in your school on the whole may be very well behaved." Teachers were directed to base their answers on what they saw and knew themselves, not on what is reported in newspapers or on TV and radio.

A third or more of the teachers assigned major responsibility for misbehavior of students to the home: irresponsible parents, unsatisfactory home conditions, and lack of training in moral and spiritual values. Nearly 3 teachers in 10 said the increased availability of automobiles

2/ Teachers were given a choice of five answers: "is widespread, of frequent occurrence," "is present, but not widespread or frequent," "rarely occurs," "never occurs," and "uncertain." The second column of figures is a combination of "rarely occurs" and "never occurs."

to teen-agers was responsible to an important extent for misbehavior in school. Undesirable conditions in the neighborhood around the school building was at the bottom of the list.

The percents of teachers reporting these factors as responsible to an important extent and not responsible or responsible only to a small extent[3/] are given below:

	Responsible to an important extent	Not responsible or responsible to a small extent
Irresponsible parents	43.8%	12.6%
Unsatisfactory home conditions (low wages, broken families, inadequate housing)	35.6	24.0
Lack of training or experience of students in moral and spiritual values	33.3	22.4
Increased availability of automobiles to teen-agers	28.3	30.9
Lack of special attention for academically retarded students	18.6	47.0
School program or curriculum unsuited to needs of some students	16.7	47.4
Overcrowded classes	15.2	52.3
Lack of strong support of teachers by school principal	11.7	72.8
Lack of recreational facilities for young people in community	11.1	62.3
Lack of authority of classroom teachers to determine and mete out punishment	10.5	64.6
Weakness in or absence of guidance program	8.7	62.6
Undesirable comic books, magazines, and other publications	8.6	47.9
The theories and philosophies held by some teachers and administrators	8.6	56.2
Undesirable radio and TV programs and movies	7.7	51.3
Lack of special attention for academically talented students	4.4	67.5
Unskilled, poorly trained, or irresponsible classroom teachers	4.4	70.3
Undesirable conditions in neighborhood around school building	3.8	82.2

3/ Teachers were given a choice of five answers: "responsible to IMPORTANT extent," "responsible to SOME extent," "responsible only to SMALL extent," "not responsible at all," and "don't know or not certain."

DETAILS OF FINDINGS

General Behavior of Students

Instructions: Please enter the figures requested on the classes you teach. Report at the bottom on homeroom, study halls, clubs, and other such groups assigned to you. [Space was provided for writing in the number enrolled in each class, and boxes were given for checking ability and general behavior level of each group.] For exact arrangement and wording of question see questionnaire on pages 33-36.

	General behavior level--percent of classes:					
	Excellent	Good	Fair	Poor	Total	Number of classes reported
Size of class						
Fewer than 25 students	35.7%	45.5%	15.7%	3.1%	100.0%	1,971
25-29 students	24.3	52.3	19.7	3.6	99.9	1,376
30-34 students	25.2	52.4	18.2	4.3	100.1	1,409
35-39 students	24.7	53.3	17.2	4.8	100.0	580
More than 39 students .	23.4	53.8	19.4	3.4	100.0	855
Ability level						
Above average	60.8	35.3	3.7	0.2	100.0	1,324
Average	22.8	58.7	16.9	1.7	100.1	3,809
Below average	7.8	36.7	39.5	15.9	99.9	997
Subject						
Co-curricular activities, including student council, clubs, etc.	47.1	45.3	7.2	0.4	100.0	497
Foreign languages	40.6	47.0	10.8	1.6	100.0	251
Industrial and vocational arts, including home economics and business education ..	28.0	53.6	16.1	2.4	100.1	915
Social studies	25.3	53.3	17.9	3.6	100.1	661
Science and mathematics	29.4	47.5	18.1	5.0	100.0	1,329
English	27.9	48.3	19.1	4.7	100.0	1,053
Homeroom and study hall	20.0	55.6	21.5	2.9	100.0	755
Activity subjects, including music and physical education	23.4	50.3	21.7	4.6	100.0	894

Question: In your opinion, about how many of your students are real trouble makers--the type who cause trouble frequently and who cause a lot of trouble? (Exclude students in homeroom, study hall, clubs, and similar groups.)

	Teachers reporting one or more trouble makers	Teachers reporting no trouble makers	Total	Number of respondents
All teachers	63.2%	36.8%	100.0%	1,121
Men teachers	66.0	34.0	100.0	620
Women teachers	59.9	40.1	100.0	501
Enrollment of school system				
25,000 and over	69.8	30.2	100.0	285
3,000 to 24,999	60.0	40.0	100.0	485
50 to 2,999	62.4	37.6	100.0	351

	Total number of students	Trouble makers		Number of respondents
		Number	Percent	
All teachers	147,947	4,575	3.1%	1,121
Men teachers	83,449	2,321	2.8	610
Women teachers	64,498	2,254	3.5	501
Enrollment of school system				
25,000 and over	41,932	1,462	3.5	285
3,000 to 24,999	63,620	1,891	3.0	485
50 to 2,999	42,395	1,222	2.9	351

Analysis of data from only the 709 teachers who reported trouble makers showed the following:

	Total number of students	Trouble makers		Number of respondents
		Number	Percent	
All teachers	100,812	4,575	4.5%	709
Men teachers	58,108	2,321	4.0	409
Women teachers	42,704	2,254	5.3	300
Enrollment of school system				
25,000 and over	31,803	1,462	4.6	199
3,000 to 24,999	40,188	1,891	4.7	291
50 to 2,999	28,821	1,222	4.2	219

The Teacher and Discipline Policies

Question: Do classroom teachers have an important voice in determining the policies governing discipline in your school?

	Yes	No	Don't know	Total	Number reporting
All teachers	52.2%	42.9%	4.9%	100.0%	1,115
Men teachers	52.8	43.0	4.2	100.0	618
Women teachers	51.5	42.7	5.8	100.0	497
Enrollment of school system					
25,000 and over	39.8	55.3	4.9	100.0	284
3,000 to 24,999	52.4	42.0	5.6	100.0	483
50 to 2,999	62.1	33.9	4.0	100.0	348

Question: Do you believe that you have all the rights and authority you need to maintain effective control over students?

	Yes	No	Total	Number reporting
All teachers	70.5%	29.5%	100.0%	1,112
Men teachers	68.7	31.3	100.0	620
Women teachers	72.8	27.2	100.0	492
Teaching experience				
3 years or less	68.2	31.8	100.0	286
4-9 years	69.7	30.3	100.0	350
10 years or more	72.5	27.5	100.0	476
Teachers' training				
Bachelor's degree or less	71.1	28.9	100.0	723
Master's degree or more ..	69.4	30.6	100.0	389
Enrollment of school system				
25,000 and over	60.6	39.4	100.0	282
3,000 to 24,999	71.5	28.5	100.0	480
50 to 2,999	77.1	22.9	100.0	350

Question: During this school year, has any student in your classes been expelled from your school for disciplinary reasons?

	Yes	No	Don't know	Total	Number reporting
All teachers	42.4%	52.2%	5.5%	100.1%	1,116
Men teachers	46.2	49.9	3.9	100.0	619
Women teachers	37.6	54.9	7.4	99.9	497
Enrollment of school system					
25,000 and over	53.7	38.9	7.4	100.0	283
3,000 to 24,999	41.3	53.7	5.0	100.0	479
50 to 2,999	34.7	60.7	4.5	99.9	354

Question: Do you favor expulsion as a disciplinary measure in your school?

	Yes	No	Uncer-tain	Total	Number reporting
All teachers	69.0%	14.6%	16.3%	99.9%	1,114
Men teachers	74.0	14.4	11.6	100.0	620
Women teachers	62.8	15.0	22.3	100.1	494
Teaching experience					
3 years or less	67.2	17.1	15.7	100.0	287
4-9 years	72.5	11.9	15.6	100.0	353
10 years or more	67.5	15.2	17.3	100.0	474
Teachers' training					
Bachelor's degree or less ..	67.3	15.5	17.2	100.0	728
Master's degree or more	72.3	13.0	14.8	100.1	386
Enrollment of school system					
25,000 and over	74.2	12.7	13.1	100.0	283
3,000 to 24,999	67.8	13.8	18.4	100.0	478
50 to 2,999	66.6	17.3	16.1	100.0	353

Types of Student Misbehavior

Question: During this school year, has any act of physical violence against a classroom teacher or principal been committed by a student attending your school? (Physical violence means striking or attacking with fists, knife, gun, or other object that could cause physical injury.)

	Yes	No	Don't know	Total	Number reporting
All teachers	14.7%	71.6%	13.7%	100.0%	1,114
Men teachers	16.2	74.0	9.7	99.9	616
Women teachers	12.9	68.5	18.7	100.1	498
Enrollment of school system					
25,000 and over	24.0	56.6	19.4	100.0	283
3,000 to 24,999	14.6	69.6	15.8	100.0	480
50 to 2,999	7.4	86.3	6.3	100.0	351
Region					
Northeast	23.0	58.9	18.1	100.0	304
Southeast	11.2	79.4	9.4	100.0	233
Middle	15.3	75.3	9.4	100.0	320
West	7.4	74.7	17.9	100.0	257

Question: During this school year, has any act of physical violence against you been committed by a student in your school?

	Yes	No	Total	Number reporting
All teachers	1.4%	98.6%	100.0%	1,118
Men teachers	1.8	98.2	100.0	617
Women teachers	1.0	99.0	100.0	501
Enrollment of school system				
25,000 and over	2.5	97.5	100.0	284
3,000 to 24,999	1.3	98.8	100.1	480
50 to 2,999	0.8	99.2	100.0	354
Region				
Northeast	2.0	98.0	100.0	306
Southeast	1.3	98.7	100.0	233
Middle	1.9	98.1	100.0	320
West	0.4	99.6	100.0	259

Question: During this school year, have you confiscated or asked others to confiscate a dangerous weapon from a student in your classes?

	Yes	No	Total	Number reporting
All teachers	7.6%	92.4%	100.0%	1,121
Men teachers	8.2	91.8	100.0	621
Women teachers	6.8	93.2	100.0	500
Enrollment of school system				
25,000 and over	9.2	90.8	100.0	283
3,000 to 24,999	7.4	92.6	100.0	484
50 to 2,999	6.5	93.5	100.0	354

Question: During this school year, have any of the following group protests taken place in your school?

	Student strikes (walkouts, including demonstrations on school time)				
	Yes	No	Don't know	Total	Number reporting
All teachers	3.6%	95.5%	0.9%	100.0%	1,119
Men teachers	4.2	95.1	0.6	99.9	618
Women teachers	2.8	96.0	1.2	100.0	501
Enrollment of school system					
25,000 and over	8.8	88.7	2.5	100.0	283
3,000 to 24,999	2.5	96.9	0.6	100.0	485
50 to 2,999	0.9	99.1	...	100.0	351
Region					
Northeast	5.9	93.5	0.7	100.1	306
Southeast	3.4	95.3	1.3	100.0	235
Middle	1.9	97.2	0.9	100.0	321
West	3.1	96.1	0.8	100.0	257

	Student demonstrations (without missing classes)				
	Yes	No	Don't know	Total	Number reporting
All teachers	3.4%	94.6%	2.0%	100.0%	1,117
Men teachers	3.4	94.7	1.9	100.0	618
Women teachers	3.4	94.6	2.0	100.0	499
Enrollment of school system					
25,000 and over	4.6	92.2	3.2	100.0	283
3,000 to 24,999	3.3	94.4	2.3	100.0	484
50 to 2,999	2.6	96.9	0.6	100.1	350
Region					
Northeast	2.0	95.1	3.0	100.1	305
Southeast	3.4	93.2	3.4	100.0	235
Middle	4.1	95.0	0.9	100.0	320
West	4.3	94.9	0.8	100.0	257

	Boycott or near boycott of cafeteria				
	Yes	No	Don't know	Total	Number reporting
All teachers	4.1%	94.2%	1.7%	100.0%	1,116
Men teachers	4.4	93.5	2.1	100.0	617
Women teachers	3.8	95.0	1.2	100.0	499
Enrollment of school system					
25,000 and over	5.7	91.8	2.5	100.0	282
3,000 to 24,999	3.3	95.1	1.6	100.0	483
50 to 2,999	4.0	94.8	1.1	99.9	349
Region					
Northeast	3.9	93.8	2.3	100.0	305
Southeast	4.7	93.2	2.1	100.0	235
Middle	3.8	95.3	0.9	100.0	320
West	4.3	94.1	1.6	100.0	256

Question: In your opinion, to what extent is each of the following a problem in your school this year?

Problem: Lack of responsibility for assignments, duties, or commitments

	Is widespread, of frequent occurrence	Is present, but not widespread or frequent	Rarely occurs	Never occurs	Uncertain	Total	Number reporting
All teachers	32.2%	57.1%	8.0%	0.4%	2.3%	100.0%	1,110
Men teachers	30.9	57.2	9.4	0.2	2.3	100.0	614
Women teachers	33.7	57.1	6.3	0.6	2.4	100.1	496
Enrollment of school system							
25,000 and over.	40.5	48.7	7.2	0.4	3.2	100.0	279
3,000 to 24,999.	30.1	60.0	6.7	0.4	2.7	99.9	478
50 to 2,999	28.3	59.8	10.5	0.3	1.1	100.0	353

Problem: Cheating on tests

	Is widespread, of frequent occurrence	Is present, but not widespread or frequent	Rarely occurs	Never occurs	Uncertain	Total	Number reporting
All teachers	22.1%	60.7%	10.4%	0.1%	6.8%	100.1%	1,111
Men teachers	20.4	59.6	12.9	...	7.2	100.1	614
Women teachers	24.3	62.0	7.2	0.2	6.2	99.9	497
Enrollment of school system							
25,000 and over.	24.2	61.6	5.7	...	8.5	100.0	281
3,000 to 24,999.	24.7	57.3	10.7	...	7.3	100.0	478
50 to 2,999	17.0	64.5	13.6	0.3	4.5	99.9	352

Problem: Swearing; vulgar language

	Is widespread, of frequent occurrence	Is present, but not widespread or frequent	Rarely occurs	Never occurs	Uncertain	Total	Number reporting
All teachers	16.8%	51.8%	27.6%	1.5%	2.2%	99.9%	1,113
Men teachers	17.6	52.8	27.2	1.5	1.0	100.1	618
Women teachers ...	15.8	50.7	28.1	1.6	3.8	100.0	495
Enrollment of school system							
25,000 and over	28.9	49.3	20.0	1.1	0.7	100.0	280
3,000 to 24,999	13.7	54.7	27.0	1.0	3.5	99.9	481
50 to 2,999 ...	11.4	50.0	34.4	2.6	1.7	100.1	352

Problem: Theft (small items of little value)

	Is widespread, of frequent occurrence	Is present, but not widespread or frequent	Rarely occurs	Never occurs	Uncertain	Total	Number reporting
All teachers	16.5%	54.1%	23.9%	1.0%	4.5%	100.0%	1,109
Men teachers	16.7	53.7	24.7	1.0	3.9	100.0	616
Women teachers ...	16.2	54.6	22.9	1.0	5.3	100.0	493
Enrollment of school system							
25,000 and over	28.0	48.4	19.0	...	4.7	100.1	279
3,000 to 24,999	13.6	60.3	19.7	0.8	5.6	100.0	478
50 to 2,999 ...	11.4	50.3	33.5	2.0	2.8	100.0	352

Problem: Impertinence and discourtesy to teachers

	Is widespread, of frequent occurrence	Is present, but not widespread or frequent	Rarely occurs	Never occurs	Uncertain	Total	Number reporting
All teachers	14.5%	52.1%	31.0%	1.1%	1.3%	100.0%	1,120
Men teachers	14.5	51.5	32.1	1.5	0.3	99.9	619
Women teachers ...	14.4	52.9	29.5	0.6	2.6	100.0	501
Enrollment of school system							
25,000 and over	18.7	57.0	22.9	...	1.4	100.0	284
3,000 to 24,999	13.7	52.4	31.8	0.6	1.5	100.0	481
50 to 2,999 ...	12.1	47.9	36.3	2.5	1.1	99.9	355

Problem: Destruction of school property

	Is widespread, of frequent occurrence	Is present, but not widespread or frequent	Rarely occurs	Never occurs	Uncertain	Total	Number reporting
All teachers	13.3%	50.8%	31.5%	2.3%	2.1%	100.0%	1,118
Men teachers	13.0	53.9	30.3	1.6	1.1	99.9	621
Women teachers	13.7	46.9	33.0	3.2	3.2	100.0	497
Enrollment of school system							
25,000 and over.	21.2	49.1	24.4	2.1	3.2	100.0	283
3,000 to 24,999.	12.9	53.1	29.5	2.5	2.1	100.1	482
50 to 2,999	7.6	49.0	39.9	2.3	1.1	99.9	353

Problem: Fighting

	Is widespread, of frequent occurrence	Is present, but not widespread or frequent	Rarely occurs	Never occurs	Uncertain	Total	Number reporting
All teachers	5.6%	42.7%	46.5%	3.0%	2.2%	100.0%	1,117
Men teachers	4.8	42.2	49.8	2.1	1.1	100.0	621
Women teachers	6.5	43.3	42.3	4.2	3.6	99.9	496
Enrollment of school system							
25,000 and over.	11.3	53.2	32.3	1.4	1.8	100.0	282
3,000 to 24,999.	5.2	45.6	44.8	1.9	2.5	100.0	382
50 to 2,999	1.4	30.3	60.1	5.9	2.3	100.0	353

Problem: Theft (serious nature: money, etc.)

	Is widespread, of frequent occurrence	Is present, but not widespread or frequent	Rarely occurs	Never occurs	Uncertain	Total	Number reporting
All teachers	5.5%	40.3%	39.9%	6.5%	7.8%	100.0%	1,094
Men teachers	4.6	38.3	44.8	6.7	5.6	100.0	609
Women teachers	6.6	42.9	33.8	6.2	10.5	100.0	485
Enrollment of school system							
25,000 and over.	11.8	43.7	36.6	2.2	5.7	100.0	279
3,000 to 24,999.	4.3	43.2	36.8	5.4	10.3	100.0	365
50 to 2,999	2.0	33.7	46.9	11.4	6.0	100.0	350

Problem: Carrying dangerous weapons

	Is widespread, of frequent occurrence	Is present, but not widespread or frequent	Rarely occurs	Never occurs	Uncertain	Total	Number reporting
All teachers	0.9%	7.8%	34.2%	36.9%	20.2%	100.0%	1,107
Men teachers	1.1	7.5	39.6	34.4	17.4	100.0	614
Women teachers	0.6	8.1	27.6	40.0	23.7	100.0	493
Enrollment of school system							
25,000 and over.	2.2	12.6	38.3	23.8	23.1	100.0	277
3,000 to 24,999.	0.8	8.6	36.3	31.3	23.0	100.0	479
50 to 2,999	...	2.8	28.2	54.7	14.2	99.9	351

Causes of Misbehavior

Each of the following factors or conditions has been mentioned as a direct or indirect cause of misbehavior in public schools. Please check ONE item on each line to show to what extent each is responsible (either directly or indirectly) for whatever misbehavior there is in your school, even though in your opinion students in your school on the whole may be very well behaved. Base your answers on your school as a whole, not on the community as a whole or on just the students in your class or classes. Do not be influenced by what you read in newspapers and magazines, or by what you see and know yourself. Please base your answers on what you see and know yourself.

Factor: Irresponsible parents

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	43.8%	40.4%	11.9%	0.7%	3.2%	100.0%	1,115
Men teachers ..	47.3	37.9	11.9	0.6	2.3	100.0	620
Women teachers.	39.4	43.4	11.9	0.8	4.4	99.9	495
Enrollment of school system							
25,000 and over	48.2	38.7	10.3	...	2.8	100.0	282
3,000 to 24,999 ...	42.9	42.4	10.6	0.4	3.7	100.0	483
50 to 2,999.	41.4	38.9	15.1	1.7	2.9	100.0	350

Factor: Unsatisfactory home conditions (low wages, broken families, inadequate housing)

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	35.6%	37.3%	21.9%	2.1%	3.1%	100.0%	1,115
Men teachers ..	37.1	36.3	22.5	1.6	2.4	99.9	617
Women teachers.	33.7	38.6	21.1	2.6	4.0	100.0	498
Enrollment of school system							
25,000 and over	38.0	36.3	20.8	2.5	2.5	100.1	284
3,000 to 24,999 ...	35.1	39.3	21.2	1.0	3.3	99.9	481
50 to 2,999.	34.3	35.4	23.7	3.1	3.4	99.9	350

Factor: Lack of training or experience of students in moral and spiritual values

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	33.3%	38.8%	18.1%	4.3%	5.5%	100.0%	1,115
Men teachers ..	32.4	38.7	18.8	4.9	5.2	100.0	617
Women teachers.	34.3	39.0	17.3	3.6	5.8	100.0	498
Enrollment of school system							
25,000 and over	33.9	39.2	16.3	4.6	6.0	100.0	283
3,000 to 24,999 ...	33.9	40.5	16.0	3.5	6.0	99.9	481
50 to 2,999.	31.9	36.2	22.5	5.1	4.3	100.0	351

Factor: Increased availability of automobiles to teen-agers

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	28.3%	35.0%	20.4%	10.5%	5.8%	100.0%	1,112
Men teachers ..	29.4	35.6	20.1	10.6	4.4	100.1	616
Women teachers.	27.0	34.3	20.8	10.5	7.5	100.1	496
Enrollment of school system							
25,000 and over	22.8	31.7	22.1	16.7	6.8	100.1	281
3,000 to 24,999 ...	26.2	38.3	20.0	8.3	7.3	100.1	481
50 to 2,999.	35.7	33.1	19.7	8.6	2.9	100.0	350

Factor: Lack of special attention for academically retarded students

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	18.6%	30.1%	27.4%	19.6%	4.3%	100.0%	1,102
Men teachers ..	17.6	30.5	27.8	19.9	4.1	99.9	607
Women teachers.	19.8	29.7	26.9	19.2	4.4	100.0	495
Enrollment of school system							
25,000 and over	20.9	24.1	26.3	25.5	3.2	100.0	278
3,000 to 24,999 ...	17.4	31.9	24.2	21.2	5.3	100.0	476
50 to 2,999.	18.4	32.5	32.8	12.6	3.7	100.0	348

Factor: School program or curriculum unsuited to needs of some students

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	16.7%	32.4%	31.4%	16.0%	3.4%	99.9%	1,110
Men teachers ..	16.5	34.5	31.4	14.9	2.6	99.9	617
Women teachers.	16.8	29.8	31.4	17.4	4.5	99.9	493
Teachers' experience							
3 years or less	21.4	25.3	30.9	17.5	4.9	100.0	285
4-9 years ..	16.0	34.0	29.7	18.3	2.0	100.0	350
10 years or more	14.3	35.6	33.1	13.5	3.6	100.1	475
Teachers' training							
Bachelor's degree or less	15.6	31.1	31.6	17.0	4.7	100.0	724
Master's degree or more	18.7	35.0	31.1	14.2	1.0	100.0	386
Enrollment of school system							
25,000 and over	15.7	30.7	30.0	21.1	2.5	100.0	280
3,000 to 24,999 ...	15.7	32.6	32.6	15.4	3.8	100.1	479
50 to 2,999.	18.8	33.6	31.1	12.8	3.7	100.0	351

Factor: Overcrowded classes

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	15.2%	29.6%	29.1%	23.2%	2.9%	100.0%	1,110
Men teachers ..	17.4	28.7	31.5	20.5	1.9	100.0	616
Women teachers.	12.6	30.8	26.1	26.5	4.0	100.0	494
Enrollment of school system							
25,000 and over	20.6	36.3	27.0	13.9	2.1	99.9	281
3,000 to 24,999 ...	17.1	29.4	28.8	22.3	2.5	100.1	480
50 to 2,999.	8.3	24.6	31.2	31.8	4.0	99.9	349

Factor: Lack of strong support of teachers by school principal

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	11.7%	12.8%	15.7%	57.1%	2.8%	100.1%	1,113
Men teachers ..	13.3	14.9	16.2	53.6	1.9	99.9	617
Women teachers.	9.7	10.1	15.1	61.3	3.8	100.0	496
Teachers' experience							
3 years or less	15.0	14.7	14.0	54.9	1.4	100.0	286
4-9 years ..	12.5	12.5	13.6	58.1	3.4	100.1	353
10 years or more	9.1	11.8	18.4	57.6	3.2	100.1	474
Teachers' training							
Bachelor's degree or less	12.0	12.3	14.7	58.4	2.6	100.0	726
Master's degree or more	11.1	13.7	17.6	54.5	3.1	100.0	387
Enrollment of school system							
25,000 and over	12.1	13.1	14.2	58.2	2.5	100.1	282
3,000 to 24,999 ...	9.8	13.7	15.0	57.6	4.0	100.1	481
50 to 2,999.	14.0	11.1	18.0	55.4	1.4	99.9	350

Factor: Lack of recreational facilities for young people in community

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	11.1%	21.0%	26.6%	35.7%	5.7%	100.1%	1,111
Men teachers ..	12.2	21.2	26.7	34.4	5.5	100.0	617
Women teachers.	9.7	20.6	26.3	37.4	5.9	99.9	494
Enrollment of school system							
25,000 and over	7.1	11.3	25.5	48.6	7.4	99.9	282
3,000 to 24,999 ...	9.6	20.0	28.8	35.5	6.1	100.0	479
50 to 2,999.	16.3	30.0	24.3	25.7	3.7	100.0	350

Factor: Lack of authority of classroom teachers to determine and mete out punishment

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	10.5%	21.2%	25.4%	39.2%	3.8%	100.1%	1,110
Men teachers ..	12.7	23.7	26.5	34.4	2.8	100.1	616
Women teachers.	7.7	18.0	24.1	45.1	5.1	100.0	494
Teachers' experience							
3 years or less	9.1	25.2	23.8	39.5	2.4	100.0	286
4-9 years ..	11.4	24.0	25.4	34.6	4.6	100.0	350
10 years or more	10.5	16.7	26.4	42.4	4.0	100.0	474
Teachers' training							
Bachelor's degree or less	9.5	21.1	24.6	41.3	3.5	100.0	724
Master's degree or more	12.2	21.2	26.9	35.2	4.4	99.9	386
Enrollment of school system							
25,000 and over	13.5	21.4	29.2	33.1	2.8	100.0	281
3,000 to 24,999 ...	9.6	23.1	23.8	38.5	5.0	100.0	380
50 to 2,999.	9.2	18.3	24.6	45.0	2.9	100.0	349

Factor: Weakness in or absence of guidance program

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	8.7%	21.8%	28.4%	34.2%	6.9%	100.0%	1,109
Men teachers ..	9.7	23.0	31.4	28.8	7.0	99.9	617
Women teachers.	7.5	20.3	24.6	40.9	6.7	100.0	492
Enrollment of school system							
25,000 and over	7.4	18.0	30.7	36.7	7.1	99.9	283
3,000 to 24,999 ...	8.5	18.3	29.4	37.3	6.5	100.0	480
50 to 2,999.	10.1	29.8	25.1	27.7	7.2	99.9	346

Factor: Undesirable comic books, magazines, and other publications

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	8.6%	25.1%	33.6%	14.3%	18.5%	100.1%	1,111
Men teachers ..	9.0	24.4	33.7	15.5	17.4	100.0	614
Women teachers.	8.0	26.0	33.4	12.9	19.7	100.0	497
Enrollment of school system							
25,000 and over	12.1	24.6	31.8	15.7	15.7	99.9	280
3,000 to 24,999 ...	7.9	27.2	33.3	11.4	20.2	100.0	481
50 to 2,999.	6.6	22.6	35.4	17.1	18.3	100.0	350

Factor: The theories and philosophies held by some teachers and administrators

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	8.6%	24.8%	31.4%	24.8%	10.4%	100.0%	1,111
Men teachers ..	9.4	28.2	32.0	21.6	8.8	100.0	616
Women teachers.	7.5	20.6	30.7	28.9	12.3	100.0	495
Enrollment of school system							
25,000 and over	9.6	24.2	31.3	22.4	12.5	100.0	281
3,000 to 24,999 ...	7.5	25.3	33.0	24.5	9.8	100.1	482
50 to 2,999.	9.2	24.7	29.3	27.3	9.5	100.0	348

Factor: Undesirable radio and TV programs and movies

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	7.7%	22.5%	34.0%	17.3%	18.5%	100.0%	1,112
Men teachers ..	7.3	22.9	33.5	19.1	17.2	100.0	617
Women teachers.	8.3	22.0	34.5	14.9	20.2	99.9	495
Enrollment of school system							
25,000 and over	10.3	18.4	37.2	17.0	17.0	99.9	282
3,000 to 24,999 ...	6.9	26.6	30.1	17.5	18.9	100.0	481
50 to 2,999.	6.9	20.1	36.7	17.2	19.2	100.1	349

Factor: Lack of special attention for academically talented students

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	4.4%	22.0%	29.3%	38.2%	6.1%	100.0%	1,107
Men teachers ..	3.9	23.6	31.5	34.6	6.4	100.0	610
Women teachers.	5.0	19.9	26.6	42.7	5.8	100.0	497
Enrollment of school system							
25,000 and over	4.3	13.2	31.0	45.2	6.4	100.1	281
3,000 to 24,999 ...	4.4	21.0	26.8	41.3	6.5	100.0	477
50 to 2,999.	4.6	30.4	31.2	28.4	5.4	100.0	349

Factor: Unskilled, poorly trained, or irresponsible classroom teachers

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	4.4%	15.8%	38.0%	32.3%	9.5%	100.0%	1,110
Men teachers ..	4.1	17.5	41.1	29.2	8.1	100.0	616
Women teachers.	4.9	13.6	34.2	36.0	11.3	100.0	494
Teachers' experience							
3 years or less	3.9	16.5	34.7	36.5	8.4	100.0	285
4-9 years ..	3.4	16.8	40.2	27.9	11.7	100.0	351
10 years or more	5.5	14.6	38.4	32.9	8.6	100.0	474
Teachers' training							
Bachelor's degree or less	3.6	15.1	37.3	33.2	10.8	100.0	722
Master's degree or more	5.9	17.0	39.4	30.4	7.2	99.9	388
Enrollment of school system							
25,000 and over	6.0	12.7	37.5	34.6	9.2	100.0	283
3,000 to 24,999 ...	3.6	14.2	39.5	31.8	10.9	100.0	478
50 to 2,999.	4.3	20.3	36.4	30.9	8.0	99.9	349

Factor: Undesirable conditions in neighborhood around school building

	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain	Total	Number reporting
All teachers ..	3.8%	8.7%	15.9%	66.3%	5.2%	99.9%	1,110
Men teachers ..	4.1	9.6	18.9	62.7	4.7	100.0	614
Women teachers.	3.4	7.7	12.3	70.8	5.8	100.0	496
Enrollment of school system							
25,000 and over	8.2	11.7	18.5	55.5	6.0	99.9	281
3,000 to 24,999 ...	3.1	9.0	15.9	67.0	5.0	100.0	479
50 to 2,999.	1.1	6.0	14.0	74.0	4.9	100.0	350

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street, Northwest, Washington, D. C. 20036

Research Division

March 1964

STUDENT BEHAVIOR IN SECONDARY SCHOOL

I. General Questions

1. During this school year, have you confiscated or asked others to confiscate a dangerous weapon from a student in your classes?

☐ Yes ☐ No

2. During this school year, has any student in your classes been expelled from your school for disciplinary reasons?

☐ Yes ☐ No ☐ Don't know

3. Do you favor expulsion as a disciplinary measure in your school?

☐ Yes ☐ No ☐ Uncertain

4. Do classroom teachers have an important voice in determining the policies governing discipline in your school?

☐ Yes ☐ No ☐ Don't know

5. Do you believe that you have all the rights and authority you need to maintain effective control over students?

☐ Yes ☐ No

If No, what changes in laws, policies, or rules would be needed to give you this authority? _____

_____

II. Teacher-Student Relationships

6. Please enter the figures requested on the classes you teach. Report at the bottom on homeroom, study halls, clubs, and other such groups assigned to you.

Give the name of each class you teach	Please write in: Grade level	Number enrolled	Check ability level of each class and group: Above average	Average	Below average	General behavior level is: Excellent	Good	Fair	Poor
EXAMPLE: English II	10th	35	☐	☐	☐	☐	☐	☐	☐
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐
Homeroom	_____	_____	☐	☐	☐	☐	☐	☐	☐
Study hall	_____	_____	☐	☐	☐	☐	☐	☐	☐
Clubs, student council, etc., please list:									
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐
_____	_____	_____	☐	☐	☐	☐	☐	☐	☐

7. In your opinion, about how many of your students are real trouble makers--the type who cause trouble frequently and who cause a lot of trouble? (Exclude students in homeroom, study hall, clubs, and similar groups.)

_____ students

8. During this school year, has any act of physical violence against a classroom teacher or principal been committed by a student attending your school? (Physical violence means striking or attacking with fists, knife, gun, or other object that could cause physical injury.)

☐ Yes ☐ No ☐ Don't know

9. During this school year, has any act of physical violence against YOU been committed by a student in your school?

☐ Yes ☐ No

III. Types of Misbehavior

10. During this school year, have any of the following group protests taken place in your school? Check one item on each line.

	Yes	No	Don't know
a. Student strikes (walkouts, including demonstrations on school time)	☐	☐	☐
b. Student demonstrations (without missing classes)	☐	☐	☐
c. Boycott or near boycott of cafeteria	☐	☐	☐
d. Other acts of group disobedience or protest, please list:			
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐

11. In your opinion, to what extent is each of the following a problem in your school this year? Please check each item.

Student behavior in school	Is widespread, of frequent occurrence	Is present, but not widespread or frequent	Rarely occurs	Never occurs	Uncertain
a. Theft (small items of little value)	☐	☐	☐	☐	☐
b. Theft (serious nature: money, etc.)	☐	☐	☐	☐	☐
c. Cheating on tests	☐	☐	☐	☐	☐
d. Carrying dangerous weapons	☐	☐	☐	☐	☐
e. Swearing; vulgar language	☐	☐	☐	☐	☐
f. Fighting	☐	☐	☐	☐	☐
g. Lack of responsibility for assignments, duties, or commitments	☐	☐	☐	☐	☐
h. Impertinence and discourtesy to teachers	☐	☐	☐	☐	☐
i. Destruction of school property	☐	☐	☐	☐	☐

IV. Causes of Misbehavior

12. Each of the following factors or conditions has been mentioned as a direct or indirect cause of misbehavior in public schools. Please check ONE item on each line to show to what extent each is responsible (either directly or indirectly) for whatever misbehavior there is in your school, even though in your opinion students in your school on the whole may be very well behaved. Base your answers on your school as a whole, not on the community as a whole or on just the students in your class or classes. Do not be influenced by what you read in newspapers and magazines, or by what you see and hear on TV and radio. Please base your answers on what you see and know yourself.

Factors	Responsible to IMPORTANT extent	Responsible to SOME extent	Responsible only to SMALL extent	Not responsible at all	Don't know or not certain
a. Overcrowded classes	☐	☐	☐	☐	☐
b. Irresponsible parents	☐	☐	☐	☐	☐
c. Unsatisfactory home conditions (low wages, broken families, inadequate housing)	☐	☐	☐	☐	☐
d. Lack of special attention for academically talented students	☐	☐	☐	☐	☐
e. Lack of special attention for academically retarded students	☐	☐	☐	☐	☐
f. Unskilled, poorly trained, or irresponsible classroom teachers	☐	☐	☐	☐	☐
g. The theories and philosophies held by some teachers and administrators	☐	☐	☐	☐	☐
h. School program or curriculum unsuited to needs of some students	☐	☐	☐	☐	☐
i. Weakness in or absence of guidance program	☐	☐	☐	☐	☐
j. Undesirable conditions in neighborhood around school building	☐	☐	☐	☐	☐
k. Lack of strong support of teachers by school principal	☐	☐	☐	☐	☐
l. Lack of authority of classroom teachers to determine and mete out punishment	☐	☐	☐	☐	☐
m. Lack of recreational facilities for young people in community	☐	☐	☐	☐	☐
n. Undesirable radio and TV programs and movies	☐	☐	☐	☐	☐
o. Undesirable comic books, magazines, and other publications	☐	☐	☐	☐	☐
p. Increased availability of automobiles to teen-agers	☐	☐	☐	☐	☐
q. Lack of training or experience of students in moral and spiritual values	☐	☐	☐	☐	☐

V. Status Questions

13. Approximately how many students are enrolled in your school this year? (If you have a combination elementary-secondary school, count only students in grade 7 and above.)

_____ students

14. How many classroom teachers are there in your school? (Include all persons, half or more of whose work load is classroom teaching.)

_____ teachers

15. Is half or more of your work load classroom teaching? Yes ☐ No ☐

16. What grades are you teaching this year? (Circle all grades taught.)

7 8 9 10 11 12 13 14

17. How is your present teaching assignment classified? (Check ONE.)

Junior high teacher ..... ☐
Junior-senior high teacher ..... ☐
Senior high teacher ..... ☐
Combination elementary-secondary teacher ..... ☐
Junior-college teacher ..... ☐
Other (Please explain) _____

_____

_____

18. What is your sex?

Male ☐ Female ☐

19. What is your marital status?

Single ☐ Married ☐

Widowed, divorced, or separated ☐

20. What is your age?

_____ years

21. What is the highest degree which you hold? Do not report honorary degrees. (Check ONE.)

a. No degree ..... ☐
b. Two-year college diploma, degree, or certificate ..... ☐
c. Bachelor's degree ..... ☐
d. Master's degree ..... ☐
e. Professional diploma based on 6 years of college study ..... ☐
f. Doctor's degree ..... ☐

22. How many years of full-time teaching experience do you have, including the current year, 1963-64?

a. Total years of experience ..... _____
b. Total years in present school system ..... _____

23. What is your annual salary as a classroom teacher for 1963-64?

Salary $ _____

Your school district _____ State _____

Name (optional) _____

Please return this report to the Research Division
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

(Q 64-7)1:3,000

RESEARCH DIVISION

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